Promise Neighborhoods Pre-Award Webinar #2: Data and Systems Requirements

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ELSON NASH: Good afternoon. My name is Elson Nash, and I'm the team lead for the U.S. Department of Education's Promise Neighborhoods team. On behalf of the Department and the team we thank you for attending this webinar on data requirements and data systems. It is the second in the four-part series of webinars that we outlined for you.

We've learned a lot about data over the past several years, and our partner in this, our contractor, the Urban Institute, really has worked with our grantees over the past few years providing technical assistance, analyzing the data, and creating documents to support the grantees. One of those documents that we'll mention today is the guidance document. This is a resource that we think has been quite helpful to our grantees and hopefully it will be of help to you as you are developing your applications.

Today the Urban Institute will cover data; the data context; data sources, i.e., those indicators; and the data system, what it will take to build out a data system for Promise Neighborhoods. As I mentioned, the chief resource that has been used by our grantees is the guidance document, which was created to assist grantees and others in the field to better understand data collection in the Promise setting.

To share more about this issue, along with the indicators, we have Sarah Gillespie from the Urban Institute, and I'm going to pass it right on to Sarah, so thank you.

SARAH GILLESPIE: Great. Thanks, Elson. Good afternoon, everyone. I guess, technically, it's still good morning on the West Coast. As Elson said my name is Sarah Gillespie. I'm a research associate here at the Urban Institute, and we have been a partner to the Department of Ed in data collection and reporting requirements for Promise Neighborhoods, and he gave you a bit of background on our role. So we'll just jump right in today.

Elson also gave you a bit of a preview on what we plan to cover. Over the last few years, we have learned a lot and produced a lot about data collection and using data in Promise Neighborhoods, so today is really going to be hitting the highlights and giving you an overview of the types of data issues you'll want to be thinking about as you're applying for the Promise

Neighborhood program, and then primarily connecting you to continuing resources, so that you can draw on those as you go along, because there really is a whole field out there, a growing field. So we want to make sure we connect you to what's out there and give you kind of an overview of what you want to be paying attention to.

We'll start with the data context and what makes data somewhat unique in a Promise Neighborhood context or a place-based initiative context. Then we'll move on to the data sources that are covered in detail in the guidance document that you are already hearing a lot about, both at the population level and the individual level. We'll talk a bit about requirements for performance neighborhood data systems, how to implement all of this data we're talking about collecting and using, and then we'll wrap up, like I said, with linking you to many more data resources and any questions you have. So that's where we're headed today.

We really just wanted to start out with the big picture. Promise Neighborhoods is a place-based initiative, and so like most place-based initiatives the goal is really to improve the conditions of live for whole communities. You're really looking to turn the curve at the population level for a whole community. But those are the types of changes we know take a really long time to manifest themselves, so, meanwhile, it's important to understand whether the individual programs that place-based initiatives are implementing are directly supporting those results that place-based initiatives seek.

For this reason, Promise Neighborhoods, like, again, most place-based initiatives, are concerned with two levels of accountability. We've got population accountability, which you see this picture of a footprint in L.A. It shows that place-based initiatives are concerned with the well-being of everyone who lives in that footprint. That, too, we want to measure progress for and be accountable to. And then, simultaneously, you've got this concept of performance accountability, so like this family on the right, performance accountability is about the well-being of specific clients that you serve through your programs. And because programs typically serve only a subset of that whole population, we also have to establish ways to measure the performance of those programs and outcomes for those we're directly serving, and that's usually through individual level data.

For example, at the population level, school test scores in the aggregate can measure population-level academic progress, or city-wide crime rates measure population-level safety, whereas at the individual level, individual test scores can be used to assess whether a student who is receiving tutoring is improving in their academic performance, or individual health records can be used to understand the result of connecting families to primary care. So we're really talking about two levels of data collection and reporting for place-based initiatives, and that gives you the context for where we're going.

This is a graphic we've recently created at Urban to try to communicate what this looks like when you have two levels of measurement. But at the center of the cycle is the Promise

Neighborhood theory of change or results framework, and those are really the assumptions the Promise Neighborhood makes about what they think it's going to take to achieve the results they are looking for. I know you'll all be thinking about your theory of change in your logic model as you go through your application.

And then stemming from that logic model you've got this inner loop that shows data collection at the population level. So again, that's the well-being of these whole geographic populations. To do that, to measure progress at the population level, Promise Neighborhoods conducts needs assessments to understand the strengths and challenges of a community, they identify desired results, they implement a continuum of solutions to help achieve those results, and then they regularly measure, at the population level, how community is changing, and that helps plot the path forward on what needs to happen next.

Along with that population-level loop there's a bigger loop, a complementary loop, really, that is data collection at the individual level. To do this, Promise Neighborhoods really use what we think of as a case management cycle, and that starts with identifying participants and their strengths and challenges through some sort of an intake or assessment, planning services and referrals for participants, delivering those services, and then regularly assessing how those individual participants have made progress and what other support they may need going forward. So that kind of, again, is just reinforcing this complementary two levels of data collection and how data at both levels really guide the Promise Neighborhood and assess how progress is being made.

Under the Government Performance Results Act the Notice talks about what we call GPRA indicators, and these are specific indicators that the Department of Education collects and reports on annually, and they report on these to Congress, to talk about the progress of the Promise Neighborhoods program. The notice talks about those project indicators and program indicators, and you'll see that the project indicators are seven academic indicators used to measure progress on the strategies Promise Neighborhood grantees are implementing.

Program indicators are family community-support indicators, and there are eight defined in the Notice, that the Department will use for research and evaluation purposes. And the Notice also says that Promise Neighborhoods can collect unique and community-support project indicators that measure their particular initiative strategies and goals, and these can be used as project indicators as well. So really pay attention to how the Notice defines those and know that you're not limited to what is in the Notice, that you unique family- and community-support indicators can also be used as project indicators.

The overall purpose of different indicators is to allow the Department to report on progress. To best understand the progress of a cohort of grantees, it's really important that grantees are measuring these indicators in standardized ways across sites. So that's where this guidance document comes in, that we're all talking about today. What the guidance document really tries to do is provide standard definitions and calculations of these different indicators, at the population level, as well as provide much more guidance on how to collect the data that's needed at the individual level as well.

The next two slides are an overview of these 15 different indicators. The guidance document has a whole chapter that goes indicator by indicator, and what we're going to give you today is a summary-level view of these indicators, but want to keep emphasizing that it will be important to go back to the guidance document to get many more questions about these answered.

These are the academic project indicators, and you can see that there are ten goals or ten results that link to these different indicators. And then these are the family- and community-support program indicators that also link to some of the results. And just one thing to note is that when the guidance document was being developed here at Urban, the team was really concerned with striking a balance between the ability of measuring these different indicators to track progress over time but also doing it in a way that's feasible across all sites. So sticking to either data sources that are available in all places or also data collection methods that can be accomplished by all Promise Neighborhood grantees. The guidance document really was developed with that kind of balance in mind.

At the overview level, these 15 different indicators are collected through a variety of survey data and administrative data. The survey data really measures those indicators for which there just isn't a nationally available administrative data source, and the types of surveys that the guidance document will talk about and that Promise Neighborhoods implement is the neighborhood survey, the school climate survey, and the alumni survey, and you can see, in this table, the indicators that align with each data source, and we'll talk about each of these surveys.

And then on the administrative data side, you have kindergarten and pre-K assessment, academic records, and the National Student Clearinghouse, which, again, we'll talk about each of these administrative data sources as well. But this just gives you a summary view of how each of the indicators lines up with the data source recommended in the guidance document.

Starting with the neighborhood survey—and again, we're at the population level here, so if you're thinking about those two levels of data collection we're at the population level right now. The neighborhood survey is conducted every three years, so in the first, third, and fifth year of the Promise Neighborhood grant, and the goal is really to measure progress for all families living in the Promise Neighborhood's footprint, within the target populations that are linked to each of these indicators.

The best way to do that is through a census or a representative sample of the full Promise Neighborhood footprint. The guidance document also includes the GPRA questions that are recommended to use to measure each of the indicators, which are measured through the neighborhood survey. And already you can tell that we're talking about things like representatives samples and recommended survey questions. The guidance document really highly recommends a sophisticated survey partner to help Promise Neighborhood grantees implement the neighborhood survey. There's a lot that goes into this survey. There's a whole chapter on it in the guidance document, so really read that and be thought about partners in that work.

And then one more thing to mention that we'll link to more resources later on about, is IRB approval for this type of survey, and we'll talk more about that. Here are just some resources, again, a whole chapter in the guidance document, and then some links to what current grantees have done and published about their neighborhood surveys, so you can get a feel for what that looks like.

The school climate survey happens on an annual basis, and it's for all students enrolled in the Promise Neighborhood target middle and high schools. So again, this is often done as a census, so surveying all students in those middle and high schools. It can also be a representative sample of students. Similarly to the neighborhood survey there are recommended questions to use in the guidance document, and you want to be thinking about things like IRB approval and whether or not you'll want a data partner to help implement the survey. And again, further resources linked to here, so you will get a copy of this presentation and you can link directly to both the guidance document that discusses this survey and then way other grantees have been implementing and reporting on in their survey work.

I should have said at the beginning that questions can be typed into the Q&A box in the webinar platform, and my colleague, Jay, will be monitoring those questions and we will stop after the data section source and take a few clarifying questions, but then the bulk of the Q&A we'll try to address at the end.

We'll go to alumni survey next. This is, again, on an annual basis and this is all alumni of Promise Neighborhood target high schools, so those students who graduate from a Promise Neighborhood high school and go on, and the purpose of the alumni survey is really to understand their postsecondary experiences. Again, this is either a census of all alumni or it's a representative sample of alumni. It's another type of survey that you'll want to be thinking about IRB approval. We don't have as many published resources on this right now, although I can tell you the current grantees are gathering a lot of experience and will be sharing in the future, I'm sure, some of their lessons learned from doing this type of survey.

Those are the three survey data sources. Then we move to administrative data and start with pre-K and kindergarten assessments. Again, this is annual. All of these data sources, except for the neighborhood survey, are on an annual basis. The neighborhood survey is every other year. These pre-K and kindergarten assessments are looking at age-appropriate functioning using a nationally recognized assessment tool that assesses children on multiple dimensions of early learning development. This is linked to GPRA too, and there are two populations linked to this indicator: all 3-year-olds that are in Promise Neighborhood early childhood programs and then all kindergarteners in Promise Neighborhood target schools.

Again, this is an overview, and you'll learn much more about this as you dive into the guidance document, but one thing to note about this is that this is the one indicator that's a bit different than the others because we are looking just a 3-year-olds in early childhood programs. But there is a whole lot of guidance and support on this indicator and we're just giving you the overview here.

And then when the guidance document talks about measuring age-appropriate functioning through developmentally appropriate early learning measure, the guidance document goes into more about what is meant by that, but here are just some examples of the types of tools that we've seen used by current grantees.

The next type of administrative data is academic records. By and large, this is going to be through an MOU and a data-sharing agreement with the school district and multiple schools involved in your target schools in the footprint. This is a huge piece of the data work for Promise Neighborhood grantees is establishing that data-sharing agreement, to be able to get data on all students in all target schools, so elementary, middle, and high schools. The indicators in the guidance document, like I said, they're all linked to specific target populations. So for attendance you'll be looking at attendance for certain grade levels. For academic proficiency you'll be looking at state test scores for certain grade levels. So we really encourage you to go to the guidance document and get clear on what the target populations are for each indicator, but along with the surveys this MOU and data-sharing agreement with your partner school districts is a huge piece of the data work for Promise Neighborhoods.

And then, finally, for the population-level data, we've got the National Student Clearinghouse, which is to measure, again, postsecondary outcomes for Promise Neighborhood alumni. This is to look at postsecondary enrollment and postsecondary completions, and it can be done through a subscription or through, again, a data-sharing agreement with your school, who may be already getting that subscription.

That covers population-level data. Why don't I check in with Jay and see. Are there any clarifying questions we should take now?

JAY DEV: [Speaking off mic.]

SARAH GILLESPIE: Just to repeat that question, we talked about how applicants are not limited to the eight family- and community-support indicators listed on these slides, and then the question was do you recommend adding additional academic indicators. Elson, do you want to take that one?

ELSON NASH: Sure. It really is, once again, up to the applicant. We have the required academic indicators that we definitely would like them to submit. Now, if their design is such that they want to add additional indicators, I think that's at their discretion, but they should definitely submit and include the ones that we strongly encourage them to cover.

SARAH GILLESPIE: Got it. Any others?

JAY DEV: [Speaking off mic.]

SARAH GILLESPIE: The question is when we're talking about the MOU and the data-sharing agreements and the things that will need to be set up to meet these data collection requirements, how much of that is part of the application process, how much of that needs to be set up for the application. Elson, again, I'm going to direct this one to you.

ELSON NASH: Sure. We don't outline specifically that has to be the case. However, we have found that it has been a challenge when it isn't agreed upon up front. And so based on experience, I think it might behoove one to try to work closely with your key partner, particularly the school system, to perhaps outline that data-sharing agreement within the general MOU. It's definitely something that has been a concern in the past, and it's just, I think, good business to try to hammer it out in the beginning.

SARAH GILLESPIE: And one thing we can say from our experience providing TA is that those types of MOUs and agreements can take time. I mean, they're complicated agreements and they take time, so the earlier you get started on those, the better. Anything else?

MICHAEL BOCHNOVIC: Yeah. So this is Michael. I'm here helping Elson. We also have a technical question. Could you just point people to where they can find the guidance document on your website?

SARAH GILLESPIE: Sure. You can download it on the Department of Education site, right underneath where the webinar information is and where you find the Notice. It's linked to there. And then also on the Urban Institute website, if you just google "Promise Neighborhood guidance document" it's going to be the first link that comes up.

JAY DEV: That was last updated in 2013.

SARAH GILLESPIE: Yeah, last updated in 2013, although there was a Frequently Asked Questions released in, I want to say, early 2015, that clarified some questions that come up in the guidance document. And again, we have links to both the guidance document, the FAQ, and all of our other materials at the end of this presentation, which everyone will get a copy of.

We'll keep going now on individual-level data sources and then come back to continuing questions.

So that covered the population-level data, which forms the basis of what grantees report on annually through their performance reports for those 15 different indicators. The guidance document also goes into a lot of detail on the individual-level data that Promise Neighborhoods collect, and this I organized under four main categories, like it is in the guidance document. You have demographic data, family roster data, implementation data, and outcomes data.

It's pretty self-explanatory but obviously the demographic data collected on each child or person served, included things like age, race and ethnicity, gender, school attended, residential address, any key information that needs to be collected at the beginning of surveying that child and updated over time to understand how that child's progress is changing. And the key thing here is attaching an individual ID to each person served through the Promise Neighborhood, so that as that person is served, that child is served through different programs, a complete record of the services that child has received can be understood across time.

Second is the family roster. Just like it sounds it's really a directory of the family members, the important family members in each child or individuals life who is served by the Promise Neighborhood. Some of the key things collected in the family roster are mom or dad's educational attainment, or their employment status, things that really will be glued to that child's progress over time. And also a family ID gets created within the data system described in the guidance document. So again, like the individual ID will let you see the full picture of a child's programming during their participation in Promise Neighborhood, the family ID lets you link family members and see what services or programs a child may be enrolled in and what services or programs that parent may be enrolled in. So that's the purpose of the family roster and the family ID.

Then, the next one is implementation data. This is really understanding what's being provided through Promise Neighborhood programs and partners, how much of it is being provided to individual participants, and it also helps service providers determine if there's a minimum threshold of service that is associated with positive outcomes for clients. So, again, things like who is the service provider providing the program or the service, what's the enrollment date of each individual, what's the type of service being provided, the dates of participation, the exit date and exit reason, and, again, this is just building a full record of the types and amounts of services provided through Promise Neighborhoods.

And then finally we get to outcomes data. At a minimum, the guidance document recommends collecting outcome data on the 15 GPRAs. So the same types of questions and indicators being tracked at the population level area also tracked for each individual directly served through the promise neighborhood, and this helps link whether the services that are being implemented in order to turn curve on these indicators is actually improving those outcomes for the folks receiving those services.

There are lots of other important of outcome data Promise Neighborhoods likely want to collect. Whether that's performance measures, pre/post assessments, anything that will help track the outcomes for children and families participating in Promise Neighborhood programs. But again, at a minimum, collecting it for those 15 GPRA indicators.

Individual-level data start to speak towards the broader systems that need to be set up for Promise Neighborhoods to collect these types of data. It's a lot of data and it can get complex so it requires a similarly complex data system. And really, the core of that Promise Neighborhood data system is going to be a robust case management system, and that system will track data for individuals who are directly participating in programming, attending target schools, or otherwise belonging to the Promise Neighborhood. So all of the Promise Neighborhood leadership and backbone agency and the different partners who provide services for the Promise Neighborhood will need to be able to contribute data and access data in that case management system, with appropriate levels of access based on their roles and responsibilities.

As I'm saying some of these words, like appropriate levels of access or contributing and using data, there are whole chapters and pieces of the guidance document that get into how you do this and how this gets set up, so we'll keep directing you back to the guidance document. But that's really one of the first steps for Promise Neighborhoods is selecting and establishing that case management system.

Case management software, there are two main options here. You've got case management software that's available form commercial vendors. That's one of the options is to go with an existing case management software, so the developmental work, much of that has already been done and it's a solution that can be used pretty immediately by a Promise Neighborhood. Some of the advantages of going with a commercial vendor is that it's an existing system. If some of the Promise Neighborhood partners are already using that system it could facilitate getting it off the ground and getting running pretty quickly. But, alternatively, Promise Neighborhoods can also develop their own case management software. Sometimes this involves starting completely from scratch or adapting an existing system, building out an existing system to contain the rest of the data that Promise Neighborhoods need to track.

Because of the complexity of the types of data systems we're talking about, Promise Neighborhoods who are thinking about building their own data system would likely need to hire a specialized firm to create this custom solution. So while this approach might initially be more time intensive, one of the advantages is that it could be built out to meet the custom needs of a Promise Neighborhood. The guidance document, again, talks more about the pros and cons of either going with a commercial vendor or building out your own case management system.

The second thing to think about when you're taking about the individual-level data is enrolling children and families in your case management system, and again, the guidance document talks about two main ways you could think about doing this, one being a centralized enrollment process. So, again, there are pros and cons of this method, the pro being that it streamlines the process for families. They get enrolled one time and then from then on that information is in the system and it allows each of the service providers they may interact with to know who they are and be able to direct them, and it just reduces the burden and the paperwork for the family. But other side of that is that it usually requires staff, sometimes case management staff, to facilitate that intake process. So it can be staff- and time-intensive.

The other way to think about it is enrollment and intake through partner organizations, so more of a decentralized process where the first point of contact that a student or a family makes with a Promise Neighborhood provider is the one who will conduct that enrollment and intake. So again, this allows for more decentralized data collection and intake but also it requires a lot of coordination to make sure families are getting what they need and without too much paperwork or other barriers. The guidance document talks a lot about each of these processes, and something to consider when you're thinking about setting up your own data system.

Finally, the guidance document talks a lot about ensuring the confidentiality and data security of the data collected for Promise Neighborhoods. One of the biggest things we talk about under this category is data consent. Obtaining written consent or written authorization will be required in almost all cases for Promise Neighborhoods. There are two laws, FERPA and HIPAA, which are discussed in the guidance document. FERPA protects students' education data and HIPAA protects health data. Both of those are discussed in the guidance document along with ways to work with your partners to ensure you are adhering to the protections under those laws.

So data consent and finally IRB approval, which will be required for individual-level data collection and then again, like we discussed with the surveys, really all aspects of data collection. The option here is for grantees to either work with a partner organization who has an IRB, and you can go through your partner organization's IRB. There are also commercial IRBs that focus on social science research and you can submit your protocols to those organizations. So not going to get too much in the weeds here just that our goal here is to give you a heads-up for the types of data challenges and concerns that you'll want to be thinking about and thinking through the options for.

Finally we've got here this picture from the guidance document that tries to visualize a typical Promise Neighborhood data system, and two big things you want to notice here is that you've got both internal and external data. So inside the box you see the data that's generated by a Promise Neighborhood, whether through the data entry that your case managers are doing—as they're doing intake they're generating that family roster data, that demographic data that's going into the case management system—and also, as the Promise Neighborhood does surveys, they're generating neighborhood- and school-level data that's going into the data system as well.

On the external you've got data coming in from the school district, from service providers, from other administrative data sources, that will come into the Promise Neighborhood data system. So you've got both internal and external.

The other thing to notice here is that you've got population-level and individual-level data. So on the right side, in the yellow, you see the population-level data. It's summary survey data, and it's stored as neighborhood- and school-level data, and that's really what you would use to report on those 15 GPRA indicators for annual performance reporting. On the left-hand side, in the light blue, you've got more of the individual-level data, which comes in through the case management system, and while sometimes that could get aggregated to be neighborhood- and school-level data, primarily it's used to report on the performance of the Promise Neighborhood and to understand the activity of the Promise Neighborhood partners, and outcomes for individuals directly served by the Promise Neighborhood.

This gives you a feel for all of the things that that data system will be organizing. Suffice it to say the data capacity is complex. It shouldn't be underestimated. Dedicated staff are required to manage data collection, cleaning, and analysis, as well as the data systems, so that's a big piece of capacity for applicants to consider is building out this data system and the staff capacity it will take to manage it.

Now we've reached the part where I told you we're going to link you to a whole lot of resources, and if there are particular aspects or items you want me to talk more about I'm happy to do that now. We just realized we couldn't cover everything in this webinar. So you see on this screen "Consent and Privacy," so talking about how you do the data consent, how you manage your data systems for confidentiality and privacy. Here are links to that here. More links to IRB, what is an institutional review board, how you submit your protocols for review and approval. There are links here.

"Data Systems," so primarily this is, again, pointing you to the guidance document, how to set up your data system, what kind of structure it should have, what kind of data will need to go into your data system. Then we've got "Using Data for Continuous Quality Improvement," one of our favorite topics here at Urban. So as Promise Neighborhoods are collecting so many types of data, the goal here is to use that data for continuous improvement and to continue achieving results for your Promise Neighborhood. We've been writing more in the last couple of years about how to really use that data.

"Data Sharing Agreements with School Districts." I point you to the guidance document. There's information there and there is also a sample data-sharing agreement, a template that you can use. There are actually lots of templates in the guidance document. There is an intake form template, a HIPAA and FERPA consent and authorization template. So go to the appendix in the guidance document for all sorts of great templates.

"Capacity of Partner Organizations to Report on Data." This could have been a whole other webinar, but as you're thinking about the partners and the programs that you'll bring into your Promise Neighborhood, a big piece of the work in the capacity-building is to help those partners become a contributing data to the Promise Neighborhood. So thinking about how you'll build your partners' capacity and set up the data system so that they have the ability to both contribute data and use the data in the Promise Neighborhood data system.

And then "Data Staff," so thinking through what it is going to take at the staff level to meet some of these requirements. The guidance document has some things about staff training. There are some webinars here on aligning staff with data systems, so linking you to those resources.

And then just another page of resources. As I said, this has really grown as we've learned so much about how the current Promise Neighborhoods are collecting and using data. So just more general resources for you, and CSSP, as well, has some great reports out with templates from other grantees, experiences current grantees have had in using and sharing data. So I highly recommend these resources as well.

That takes us to the big question-and-answer session. Jay, do you want to read out some of our question?

JAY DEV: Sure. Just to remind you that all of the really helpful links that we had in the presentation, the presentation will be shared with attendees afterwards so you will have access to those very soon.

One question we received during this last section, what do you suggest when partners are already using different case management systems?

SARAH GILLESPIE: Yes. That will be a big part of what the Promise Neighborhood has to come together and figure out. There's no easy answer and there's no one answer. There's no one right way. But the goal here is to come to a way that your Promise Neighborhood partners can all contribute data to the system that your backbone agency will need to pull from, to report on Promise Neighborhood progress. So it's got to come together at some point, and we've seen current grantees do that in a lot of different ways. I'm hesitant to give you one answer because there's just not one right way. It's really a conversation and it starts with what will you, as a backbone agency, need to be able to report on and need to be able to know about the process of the Promise Neighborhood, and also what will your partner organizations need to know. One of the benefits of working as a Promise Neighborhood is being able to use the data that's going into that system, so what's most useful for them in being able to get that data back out of the system and use it for program purposes.

So there's no one easy answer there, but I would point you, again, to some of the CSSP resources and some of the other resources linked to on those slides that talk about how grantees have dealt with that over the past few years.

JAY DEV: There were a couple of questions regarding receiving consent. Do they need informed consent from all neighborhood families whose school records they'll be looking at, and also, who is the school district required to share data with? Is it just the evaluator or is the data being shared more generally?

SARAH GILLESPIE: Yes, so all getting into complicated questions. Consent is required for any individual-level data you are going to be receiving, so one of the most common ways we've seen grantees deal with this is doing it through a school registration process. There are lots of ways to do it, but that's one we see that happen. So you won't need it for every person in the Promise Neighborhood footprint. You need it for anyone you're collecting data on, at an individual level.

And then school district is not required—if I'm understanding the question right—to share data with anyone, not the why you need to negotiate that data-sharing agreement, to come to the terms to which you both will agree to share that data. So it's really that two-part. I mean, the school district makes the agreement for data-sharing and then you get the consent from the families who will be sharing their data with you. So it's really a two-part process.

Was that the question? Am I understanding that right?

JAY DEV: That's how I understood it, yeah.

SARAH GILLESPIE: Okay.

JAY DEV: We have a couple of questions about baseline data. Someone asked, do we need to report baseline for all GPRA measures as part of the proposal narrative, and someone else asked, are current Promise Neighborhood grantees using their needs assessment that they did with their proposal's baseline data, or did they build baseline data into their implementation grant timeline or to measure progress?

SARAH GILLESPIE: I can answer this as to what how we did it with this first two cohorts and then, Elson, I'll turn it to you to see if there's anything you would clarify or add.

Obviously, the needs assessment data will be informing a lot of what applicants are proposing. A lot of your theory of change, your proposed pipeline of solutions should be informed by your needs assessment, and the needs assessment should have measured those types of indicators that are defined in the Notice. For the first two cohorts of the implementation grantees official baseline data was the first year implementation, so that first year of APR reporting forms the baseline, but again, that needs assessment data is really such an integral part of how you're proposing your theory of change and your pipeline of solutions, so that should certainly be in discussion.

Elson, is there anything you would clarify or add to that?

ELSON NASH: I would just say, for those applicants that end up being grantees, we will do a thorough assessment of the data that is submitted with the applications, to see what is submitted. One of the things that we learned last time was the need to go through this process of making sure that grantees have what we call real targets and measures that can be used throughout the term of the grant. So I think applicants should take this exercise seriously because it's our hope that we can have usable information from the applications.

SARAH GILLESPIE: Great. And I just wanted to go back to a question. I remembered a piece of the question I didn't quite answer, which was is the data to be shared specifically with evaluation partners or with other types of partners. I think it's important here to look at the appendix and the model consent agreement in the guidance document, which shows how you very specifically list the types of partners who will be having access to the data, and that it will be important for all of the partners who need to be viewing and using that data to have an appropriate level of access to that data, and that's what really gets spelled out in the consent agreement and the data-sharing agreement.

So take a look at those templates, and it goes a lot more into detail about who needs to have which types of data access and how that gets agreed to with your data-sharing partners.

I just wanted to add that. Jay, what else do we have?

JAY DEV: Clarification from a question that was just asked. Do applicants need to have a needs assessment done before applying, or can it be part of the—

SARAH GILLESPIE: Elson, I'm going to turn that to you.

ELSON NASH: Yeah. Yeah, absolutely. We do emphasize the need, particularly in developing the plan that a needs assessment should be done before. Part of absolutely priority one is the submission of the plan, and the plan has to be based on something, and part of that something is the needs assessment and segmentation analysis. So, to answer your question, yes, there should have been some type of needs assessment done before, for those applicants that are applying for implementation grants.

SARAH GILLESPIE: Thanks.

JAY DEV: A couple of questions recently about if a participating best practice partner is already under an IRB will they have to come under an overarching Promise Neighborhood IRB?

SARAH GILLESPIE: The IRB requirement is for data collection done by the Promise Neighborhood, and again, once you become a grantee there's a lot more guidance around this, and we break it down into the types of activities that require IRB review. Some of those big activities are individual-level data collection through something like the intake process, the surveys, like your neighborhood survey and your school climate survey. So it's the data collection done by the Promise Neighborhood that goes through IRB review.

I hope that answers the question.

JAY DEV: And a little bit more specifically, someone was wondering what the process of getting an IRB looks like, particularly for community-based organizations, like, for instance, where would they apply for one.

SARAH GILLESPIE: Again, something that we will get into more detail on as folks become a Promise Neighborhood grantee, but like I said, there's two main ways. Either you partner with an organization that has an IRB board, that you can use and go through for your review, or there are commercial IRBs that current grantees have used, that specialize in social science research, and you can use them for a fee. So there are options, but I want to be clear, I don't think the IRB has to happen before the application. It happens before your data collection begins as a Promise Neighborhood grantee, and at that point much more guidance will be provided.

JAY DEV: Someone asked a little bit earlier, is there a database to which individual-level data will have to roll up to?

SARAH GILLESPIE: At the Promise Neighborhood level, individual-level data should be collected in the Promise Neighborhood's case management system, so all partners should be reporting into a common case management system. I think that's probably what the question means, but just to clarify, there is no system that all Promise Neighborhood grantees report into, so it's not like six different Promise Neighborhoods are then uploading their data into one system. I don't think that's what the question was but just to clarify. But at the Promise Neighborhood level, yes, there is one common case management data system.

ATTENDEE: Someone asked, can you say a little bit more about segmentation analysis? What is it and how should it be conducted?

SARAH GILLESPIE: Yes, and there are many more resources on what the segmentation analysis is, but basically it's just aggregating your needs assessment data. So it's understanding how populations may look different for the same indicator. So when we're looking attendance, it's just aggregating that attendance data by however you might want to look at it—by gender, by race and ethnicity, by neighborhood—so looking at how the same indicator might look different for different populations to then better understand the specific needs of certain populations. And again, that all feeds into a Promise Neighborhood theory of change and logic model, is understanding where the supports and services are needed and for which target populations.

There are great resources that we can link you to on needs assessments and segment analyses, but that has to do with just aggregating your needs assessment data to understand how outcomes may look different for different populations.

Elson, I'm not sure if there's anything you'd want to add to that as well.

ELSON NASH: No. I just think you hit on a great point, and for those that are applying and those who are thinking on applying, this definitely, as Sarah said, is part of the theory of change, and the hope is that whether you obtain a grant or not, this process has helped you, as an organization, understand not only our theory of change but hopefully it will push you to another level with your organization. The guidance document, once again, we've heard from folks that it's been incredibly helpful in moving their organizations to another level, getting partners to think differently about using data. Later on, in the other webinars, we will talk about evidence and the logic model.

So the idea is with the theory of change and with the results focus Promise Neighborhoods, we're pushing organizations to think differently about the way they work, to use data and evidence in a way that will hopefully enhance the operations of the organization. So I think, and I've heard, through applicants, whether they received an application or not—of course, receiving a grant is important but using the feedback from the process, going through the process has actually been helpful to organizations.

SARAH GILLESPIE: Yeah, and I think that the key here is understanding that this is not data collection for the sake of data collection. It's really, like Elson said, to inform the Promise Neighborhood plan and that pipeline of services. So usually it can be really compelling when you can link your data and tell a narrative with, will the data show that a certain target population in your Promise Neighborhood are really struggling with a certain type of outcome or indicator and therefore you're proposing these types of services, and this is the way you'll measure progress. It really weaves a narrative and connects the data to the plan, and they're not in separate silos but they're very connected—what the data tell you is going on in your community and then what you're proposing through that plan, and it can tell a story.

Any other questions, Jay?

JAY DEV: This is the last one that I see. If there are any more questions, please type them into the box. But going back towards the beginning of your presentation, Sarah, there was a question or two about clarification about not needing to propose solutions to program indicators. What does that mean and are sites going to be scored lower for not projecting ambitious increases to indicators that they're not proposing solutions to?

SARAH GILLESPIE: Elson, I'm going to toss that one to you.

ELSON NASH: Jay, could you repeat the question again? I'm trying to understand it. I'm sorry.

SARAH GILLESPIE: I can try to paraphrase it. I think the question is really around project versus program indicators and how they're defined in the Notice, that project indicators are used to measure the strategies of Promise Neighborhood grantees while program indicators are for research and evaluation purposes, and for which an applicant is not required to propose solutions. And the Notice then goes on to say applicants would then either propose other family- and community-support indicators to use as project indicators, or use the ones suggested in the Notice.

ELSON NASH: Gotcha. And it sounds like, from the additional measures or additional indicators that they suggest are ones that perhaps, from their own programmatic perspective, these are things that might be integral to what they do, and that's why they may suggest additional ones to us. As the Notice states, we definitely are interested in the academic measures. That is absolutely something important to us. We're also interested in the community and family supports. But I think the suggestion that the solutions there—and as Sarah stated in from the Notice—the solutions may not be as heavily a focus as they are with the academic ones.

So that is kind of the difference between the project and the program. Even though both are required, on the program side there is a de-emphasis, so much, on the solutions, whereas on the project side there is definitely an interest in understanding what solutions one has suggested for the application.

SARAH GILLESPIE: Right. So I would just encourage you—it's page 5 of the Notice, I'm looking at it right now, that talks about project and program indicators, and what they each mean and how they are dealt with in the Promise Neighborhood plan. And then the guidance document also talks about that. I think it's Chapter 5. So read those as well.

Other questions?

JAY DEV: I think those are the big ones that came in.

SARAH GILLESPIE: Great. So we'll give everyone one last moment. If you have any more burning questions, type them into the Q&A box. Elson, anything else that you think we should discuss?

ELSON NASH: I think you've covered them.

MICHAEL BOCHNOVIC: Sarah, this is Michael. We have one question going back to the IRB. Do applicants need IRB approval before they submit their application?

SARAH GILLESPIE: Elson, I'm going to let you answer that. I believe it's no.

ELSON NASH: No. That is correct.

SARAH GILLESPIE: Okay. I just wanted to make sure. That will happen before you start individual data collection for your Promise Neighborhoods.

Any other questions, Jay or Michael?

JAY DEV: Where are the recordings going to be located? How long will it be until they will be available?

MICHAEL BOCHNOVIC: I can answer that question. There are a few technical assistance websites that we can definitely point you to. The most commonly accessed one that we recommend is PromiseNeighborhoods.ed.gov, and under the Prospective Applicants page we will be posting a recording of the webinars, slides, and transcripts as they roll in. Recordings and slides will be posted, at the latest, one business day after the conclusion of this webinar. So for this webinar, by Monday evening it will be up, and then transcripts will follow soon after that. And then they will be posted elsewhere in the coming days.

ELSON NASH: Absolutely. Definitely we've received a lot of e-mails about the postings, and we've already posted the recordings from Wednesday. Probably these will be up Monday. So about 48 hours, at the most, turnaround. But the transcripts will come later. I just want to be clear about that, that the transcripts will come later. But the recordings and the slides will come up sooner rather than later.

I think that's it. Just making sure that folks will look at the resources. There are a lot of resources that Sarah provided, and links to those resources, to assist you in the development of your applications.

MICHAEL BOCHNOVIC: And we also just got a couple of questions, additional questions about webinar logistics. The first webinar was on Wednesday. That was a general overview webinar. That recording and slides have been posted at the same page I mentioned before. That's PromiseNeighborhoods.ed.gov, under the Prospective Applicants tab. The next two webinars are going to be in the coming week, on Tuesday and Thursday, both at 2:00, Eastern Daylight Time, again. The registration links should be up on the same site, PromiseNeighborhoods.ed.gov, and at the Office of Innovation and Improvement website, which is Innovation.ed.gov. If you find their Promise Neighborhoods page, those links are available there as well.

And it looks like we also got a couple of questions about whether planning grants will be available this time around or not. Elson, can you speak to that?

ELSON NASH: Sure. We are focused only on the implementation grants this round, and most likely implementation will be the focus moving forward because under the reauthorization of the program, there were no longer planning grants. However, with reauthorization there is an allowance of planning within the first two years of the grant, and, once again, that's in '17 and beyond.

ATTENDEE: And if the webinar for the 26th is not posted, we will work on getting that updated for you.

SARAH GILLESPIE: Great.

MICHAEL BOCHNOVIC: We're just giving a few seconds for any more questions to come in, so bear with us.

And if you are having challenges finding the recording from the other day, once again, it's PromiseNeighborhoods.ed.gov, and then you'll look under Prospective Applicants, and it's under that tab.

We received another question regarding older webinars, if they're applicable and recommended, and I would say it's best to stay to the current information, because the selection criteria are different, and then there's some different competitive preference priorities.

Jay and Sarah, it looks like we're just about wrapping up with questions. We'll give participants about another minute, but if nothing comes in, Elson, do you want to conclude?

ELSON NASH: Sure. Once again, I just want to thank Sarah and Jay for participating and leading this session. And of course, Michael, my sidekick here. We've attempted to answer many of your questions. We know that there may be a few more that we didn't get to. Just so that you know, we are also attempting to update the Frequently Asked Questions. I know for sure that through Michael and I, we've also attempted to provide individual questions where folks have asked, and then, once again, I urge you to look at the Frequently Asked Questions.

During Monday's round, I would say 90 percent, maybe a little bit higher, maybe 95 percent of your questions are definitely answered through the Frequently Asked Questions. So please look through the Frequently Asked Questions, and I think you'll find a lot of the answers there. Once again, if they are not there, just know that we are working on updating. As we see questions that are not answered, we're working on getting it updated in the Frequently Asked Questions.

For today's session, as Sarah outlined to you, a lot of your questions will be answered through the guidance document. So the guidance document will assist you, as well, in answering your questions. The guidance document, just a quick rehash. If you go to the ed.gov site for Promise Neighborhoods, the Frequently Asked Questions is on the Ed site. We also have it posted on the other site. The guidance document is on the Ed site. It's also posted on the PromiseNeighborhoods.ed.gov site, and it's posted on the Urban Institute site. And if you just google "Promise Neighborhoods guidance document" you'll be able to pull it up and it will be pulled up from the Urban site.

So just know that a lot of this information is definitely available through the sites. We will double-check links to make sure they are up and running, and we thank you for your patience on that.

MICHAEL BOCHNOVIC: A couple of people mentioned that they might be having trouble finding registration links for future webinars. Another place you can try is, as I mentioned before, the Office of Innovation and Improvements website, and you can go to Innovation.ed.gov and there is a Promise Neighborhoods page on that site as well.

ELSON NASH: Also, from Monday's webinar, towards the back—I think it's the second to the last slide—we listed all of the webinars, and all of the links are there as well. So if all else fails, go back to Monday's webinar. You will see, I believe it's the second to the last slide, all of the links are there for you to sign up.

MICHAEL BOCHNOVIC: And once again, those slides are available at PromiseNeighborhoods.ed.gov, on the Prospective Applicants page.

ELSON NASH: With that I think we're good. Thank you again, Sarah and Jay. Much appreciated.

SARAH GILLESPIE: Thank you.

JAY DEV: Thank you.

ELSON NASH: All right. Thanks, everybody.

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